Purpose of the Course
This survey course is designed to help pre and in-service teachers learn to encourage adolescents in middle school and high school English Language Arts classes to read widely and with enjoyment. To be able to do this, you will become acquainted with a wealth of contemporary literature written for (or with appeal to) young adults, you will become familiar with a variety of genres of adolescent literature, you will learn how to recognize good writing for young adults, and you will be introduced to authors who produce such work. The course will also provide you with opportunities to develop more comprehensive, creative, and insightful approaches to providing literary experiences for students in middle school and high school classroom settings.

Course Goals
I recognize that there can be at least two major perspectives in any course: what the instructor wants to accomplish, and what students hope to get out of the class. These are not always the same. I have identified my course goals for you below. I realize that you will have others of your own to add to the list. I hope that you will let me know what they are; perhaps I can assist you in meeting them. English 422 will provide you with the opportunity to:

1. Become more familiar with the literature currently available for adolescents, including books written primarily for this audience, as well as books for younger readers and adults which are also enjoyed by middle and high school students.
2. Read and discuss selections from the various genres of young adult lit.
3. Become familiar with reading interests of adolescents and ways in which to develop a community of middle and high school readers.
4. Develop creative and meaningful literary learning activities and resources for middle and high school classrooms.
5. Become familiar with criteria for selecting and evaluating literature for adolescents.
6. Identify and evaluate the contributions of past and current authors of young adult literature.
7. Learn how to help adolescents develop an appreciation of good books, short stories, drama, and poetry, and deepen their responses to these works.
8. Become familiar with a range of cultural views in literature for young adults, and ways to provide a rich multicultural experience for adolescent readers.
9. Become familiar with concerns of young adults and be able to provide readings and other media that explore those concerns from a variety of angles.
10. Become familiar with current issues regarding the writing, reading, and study of adolescent literature by examining and discussing reference materials and professional periodicals related to the field.

ENG 422 English Language Arts Endorsement Competencies

4.A Read and understand a broad range of texts (such as short stories, novels, poetry, and drama), including:
4.A.1 Works representing and authored by a range of cultures and ethnicity, globally and within the United States
4.A.2 Works written specifically for children and young adult readers
4.A.3 Works providing both male and female representation and authorship
7.G Use strategies that enable students to analyze and understand a wide range of literary texts, including basic literary elements such as structure, style, and rhetorical devices
7.K Use classroom-based, informal assessments and assessment tools used for English language arts, such as rubrics, running records, attitude and interest inventories, portfolios, self-assessments, and observation of student work with the use of checklists and anecdotal records
In addition, to the ELA Endorsement Competencies listed above, in this class you will:

--Model higher level thinking skills and scaffold metacognitive processes for a wide variety of literacy tasks.
--Engage students in making meaning of texts through the students’ own responses and reflections
--Teach strategies and provide opportunities to engage students (orally, visually, and in writing) in interpreting, evaluating, and responding critically to print and non-print texts
--Use current Common Core Standards to evaluate student performance

**Required Text**


**Also Required**

*LiveText:* Admission to and continuation in the English Teaching program requires that you purchase LiveText.

Membership and subscription ($10) to *ALAN Review*

**General Requirements and Expectations**

1. **Attendance.** For a class of this type, attendance is a must. Much of what is done in class cannot be replicated by completing activities alone. Plan to be in class each session, and please arrive on time.

2. **Involvement** is expected in class activities and discussions. Share your ideas, and contribute beyond the minimum requirements of the course.

3. **Professionalism,** meaning (among other things) honoring your commitments, turning in assignments on time, coming to class on time, being neat, accurate, and coherent in your writing, etc.

4. **Satisfactory completion of all class assignments.**

**Assignments**

1. Read assigned chapters in textbook.

2. Participate in class activities related to assigned chapters in text, lectures, and presentations.

3. Prepare a chapter for reading aloud and share it with the class.

4. Periodically share a book with a group in class following the guidelines provided.

5. Participate in a field trip to the Young Adult Literature section of the CWU Library (4th floor).

6. To meet the course goal of acquaintance with young adult lit, read and respond according to the notebook format provided:
   a. 7 (minimum) young adult books, including ‘classic’, modern fantasy, realistic fiction, historical fiction, non-fiction, etc.
   b. 2 poems for young adults
   c. 2 short stories for young adults
   d. 2 essays for young adults

To broaden your knowledge of *current* offerings for adolescents, do not reread books with which you are already familiar. Books may be selected from the following sources:

a. Bibliographies in texts
b. Other books by authors mentioned in chapters
c. Recent awards lists
d. Young Readers Choice lists
e. Other? (I'm open! Suggest something...)

7. Develop a large and colorful author board to display in your classroom, and present it to the class. Select a YA author to research, and prepare a display featuring a brief summary of the writer's life, information about the books he/she has written, and other pertinent information about the author's work. (Sign up for an author and a date to avoid duplication).

8. Read at least two reviews of a single young adult book from two different sources (ALAN Review, Booklist, The Horn Book, Kirkus Review, The School Library Journal, etc.) In a 3-4 page typed paper:
   a. Give complete bibliographical information on the book and the two reviews read
   b. Summarize the two reviews
   c. Compare and contrast the two reviews
   d. Offer your own assessment/review of the book, including its appropriateness for classroom use
   e. Discuss the value of these review sources to the English Language Arts classroom teacher and his/her students

*9. Develop a pre-reading activity, at least 6 chapter quizzes/check tests (in varying formats), a final exam, and three daily lesson plans for one YA book suitable for classroom use. See Assignment Sheet and Assessment Rubric handout. This assignment is the English 422 artifact you will be posting to your LiveText account prior to the last week of class. Failure to post this artifact in LiveText will result in your not receiving credit for the assignment and failing the course.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>#</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double-Entry Reading Journal</td>
<td>#6</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Book Sharing</td>
<td>#4</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Book Review Write-up</td>
<td>#8</td>
<td>100 pts.</td>
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<tr>
<td>Author Board</td>
<td>#7</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Teaching Plan</td>
<td>#9</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Participation, Professionalism</td>
<td>#1,2,3,5</td>
<td>50 pts.</td>
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(A=90% B=80% C=70% D=60%) 600 pts. possible

**Attendance**

Show up for class. Since this is a discussion and activity class, it's essential that you keep up with your reading and writing, attend class, contribute to discussions, and participate in activities. Remember—this is not a 'just get someone's notes' kind of class; what you miss can't be made up. After 1 absence your final grade will drop one full letter grade for each day missed. If you miss 3 or more sessions, for whatever reason, you will not receive credit for the class.

**Late Work**

All papers must be submitted in class on the date they are due. Papers turned in after this will be marked down one letter grade for each day late. Final projects for the class will not be accepted late.

**Incompletes**

Incompletes are given only for catastrophic events or severe extended illness. They are not an acceptable solution for poor time management. While I understand that occasionally there are unforeseen events and circumstances beyond your control, I believe you can, and should, finish this class in the quarter you take it.

**Diversity**
In my classroom, diversity is welcomed and celebrated. I will not tolerate any forms of prejudice or discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status. We are here to learn in a climate of civility and mutual respect.

**Disability-Related Accommodations**
If you need disability-related educational accommodations, please let me know as soon as possible. Give me a copy of your “Confirmation of Eligibility for Academic Adjustments” from the Disability Support Services Office and then we can discuss how the approved adjustments will be implemented in this class. For more information, contact Disability Support Services, Bouillon 205, 963-2171.